



Assessment Means Form: Book Orientation

Assessment Overview: Teachers should aim to assess students in the most naturalistic environment first (i.e., observation) before moving on to more intentionally structured activities (i.e., the Situation).

What Teachers Need to Know and Observe: The purpose of this progression is to assess the skills children need in order to use books; it is not about taking meaning from text but rather the precursor skills that allow children to interact with books in a meaningful way.

General Teacher Instructions:

- Because the progression is about children understanding how to hold books in order to get information from them, all books should be presented in a variety of orientations (e.g., presented in a bin, basket, bag, or box, rather than upright on a shelf or book display). This allows the child to demonstrate correct book orientation.
- Possible sources of evidence for placing a child on this construct progression include early literacy assessment tools already in use in the classroom.

Observation Instructions: Observe child selecting and interacting with a book independently, with a partner, or in a small group.

Potential Opportunities for Observation	Potential Materials
<p>Books may be available in any setting where children will be interacting with books, e.g.,</p> <ul style="list-style-type: none"> ➤ Centers (e.g., math, literacy) ➤ Independent reading activities ➤ Free play, Rest time ➤ Partner reading or Guided Reading ➤ Specials (e.g. visiting the media center) ➤ In the middle of small group desks/tables 	<ul style="list-style-type: none"> ➤ Books with both pictures and text ➤ Early learning books (ones that contain 2 to 6 lines of text, utilizes familiar content that is concrete and easy to understand, contains strong picture support, and uses mostly simple sentences) as defined by Fountas and Pinnell, 1996 ➤ Paper-based books (not illustrations of books, or books in digital formats)

Placing a Child on this Progression: With all progressions, the goal is to identify the level at which the child is solidly performing. If the child is inconsistent at a given level, as children often are when they are learning a new skill, the correct placement is at a lower level. The teacher needs to collect enough evidence to be confident that the child is correctly placed on the progression. This will include multiple pieces of evidence where the child demonstrates the skill level at which he/she is placed and at least one documented instance of allowing the child the opportunity to demonstrate his/her skills/behavior at the next highest level. It will be difficult to place some children on a progression. Children who are not yet at Skill A should be marked as “Emerging” for that progression. Children who have reached the highest level of a progression should be marked at that highest level.

Observation Prompts to Avoid:

- Probes or instruction on Book Orientation skills prior to documenting child's placement on the progression
- Handing a book to a child
- Telling a child how to orient the book



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Book Orientation Observation Examples by Skill-Level

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
A	Holds or otherwise demonstrates awareness that a <u>book is an object with pages</u>	Same across skill levels: Books should be available in a variety of orientations (e.g., in baskets, bins, bags, or boxes) so that child can demonstrate they know the correct orientation when they select a book.	After selecting a book from a classroom book basket, Ella opens the front or back cover and randomly turns one or more pages at a time.
B	<u>Holds the book upright</u> (so pictures and text are right side up, irrespective of front to back orientation)		After selecting a book from a classroom book basket, Garrett turns the book to an upright position.
C	Holds the book upright, <u>opens it from the front cover</u> , and turns pages (not always one by one)		After selecting a book from a classroom book box, Deepa opens the book and orients it to the correct upright position so pictures and text are right side up, looks at the book from front to back and turns several pages at a time.
D	Holds the book upright, and starting at the front, <u>turns the pages in order, one page at a time</u>		After selecting a book from a classroom book basket, Jaime turns the book to an upright position so pictures and text are right side up and looks at the book from front to back while turning one page at a time.

****Note:** These activities may also be used to gather data for: [Print Awareness](#)



Book Orientation Situation

Help Me Read this Book

Purpose: To assess a child's skills in holding and manipulating a book

Situation Instructions: When child is sitting with the teacher, teacher says "Let's look at a book together" and asks the child to select a book from a book bin, basket, bag or box. Teacher allows the child to explore the book quickly, then using the book selected by the child, says "Help me read this book. How should we read this book?" After the child indicates how to begin reading, teacher asks, "Where should I go next?"

Suggested Group Size: Teacher and one child

Situation Prompts:

- Let's look at this book together.
- Help me read this book.
- How should we read this book?
- Where should I go next?

Materials

- ✓ Books with both pictures and text
- ✓ Early learning books (ones that contain 2 to 6 lines of text, utilizes familiar content that is concrete and easy to understand, contains strong picture support, and uses mostly simple sentences) as defined by Fountas and Pinnell, 1996
- ✓ Paper-based books (not illustrations of books, or books in digital formats)

Things to Avoid

- ✓ Assessing in a small group where children may take cues from other children instead of making individual decisions.
- ✓ Handing a book to a child
- ✓ Telling the child how to orient the book
- ✓ Asking the child how to open the book



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Book Orientation Situation Examples by Skill-Level

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
A	Holds or otherwise demonstrates awareness that a <u>book is an object with pages</u>	- Show/tell me what we do with books	When selecting a book, James holds the book right side up or upside down, opens the front or back cover, and randomly turns pages one or more at a time.
B	<u>Holds the book upright</u> (so pictures and text are right side up, irrespective of front to back orientation)	- Show/tell me how we hold the book to read it	When selecting a book, Sophie opens the book and orients it to the correct upright position.
C	Holds the book upright, <u>opens it from the front cover</u> , and turns pages (not always one by one)	- Show/tell me where to start reading the book - What do we do next to read the book? - Do not ask child to turn pages or to begin at the front of the book	When selecting a book, Samuel opens the book, orients it to an upright position, and moving from front to back, turns several pages at a time.
D	Holds the book upright, and starting at the front, <u>turns the pages in order, one page at a time</u>	- What do we do next to read the book? - Do not ask child to turn pages or to begin at the front of the book	When reading with the paraprofessional, Toni used her assistive grip device to open the book, verbally instructed the assistant to orient it to an upright position, and looked at the book from front to back while turning one page at a time.

****Note:** These activities may also be used to gather data for Print Awareness.

NOTE: There is no Task for Book Orientation.